**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT: A Colorful Time with Rhythm and Rhyme\_\_\_\_\_\_\_\_\_\_\_\_\_ TIME FRAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ GRADE LEVEL:\_\_\_Kindergarten

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| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | In this first six-week unit of Kindergarten, students are introduced to colorful picture books, traditional poetry, and nursery rhymes filled with rhythm and rhyme. | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.  X Students will demonstrate independence.   Students will value evidence.  X Students will build strong content knowledge.  X Students will respond to the varying demands of audience, task, and discipline.   Students will critique as well as comprehend.   Students will use technology and digital media strategically and capably.   Students will develop an understanding of other perspectives and cultures. | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | |  | | | | |
| |  | | --- | | **Reading**  **(Including Foundational Skills)**  **RLK.5** – Recognize common types of texts (e.g., storybooks, poems)  **RLK.10** – Actively engage in group reading activities with purpose and understanding.  **RIK.5** – Identify the front cover, back cover, and title page of a book.  **RIK.6** –Assess how point of view or purpose shapes the content and style of a text.  **RIK.10 –** Read and comprehend complex literary and informational texts independently and proficiently.  **RFS.1a** – Demonstrates understanding of the organization and basic features of print: follow words from left to right, top to bottom, and page by page.  **RFS.1b** – Recognize that spoken words are represented in written language by specific sequence of letters.  **RFS.1c –** Understand that words are separated by spaces in print.  **RFS.1d** – Recognize and name all upper- and lowercase letters of the alphabet.  **RFS.2 –** Demonstrate understanding of spoken words, syllables, and phonemes.  **RFS. 2a –** Recognize and produce rhyming words. | | |  | | --- | | **Writing** |   **WK. 1 –** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or the book.  **WK.3** - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | |  | | --- | | **Speaking and Listening** |   **SLK.1a** – Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion.  **SLK.6** – Speak **audibly** and express thoughts, feelings, and ideas clearly. | |  | | --- | | **Language** |   **LK.5a** – With guidance and support from adults, explore word relationships and nuances in word meanings: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. |

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| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | |
| How does rhyme affect the way that we hear and read poetry? | | |  | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | |
| **Reading Tasks**  As students read a rhyme, ask them to focus on listening for rhyming words and hearing the rhythm of the lines. By teaching the children to follow along with you on wall charts, they are able to enjoy rich vocabulary in context and become familiar with sight words and word families.  As the class reads an informational or literary book, introduce the idea of author and illustrator. Describe their roles in the creation of a text. Carefully show the front cover, back cover, and title page of the book. As you read an informational text such as *All the Colors of the Rainbow,* pause to ask the children questions. Encourage them to ask questions about the text and especially about words they do not understand. | **Writing Tasks**  Hand out prepared papers with the following: My favorite color is \_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_. Instruct students that when they have written (or dictated) their answer, they should illustrate their thinking with a detailed drawing. (An art-related extension to this activity would be to have students fill in and illustrate: My favorite painting is \_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_.) | | **Discussion Tasks**  Arrange small groups of students and place an object (e.g., a block) in the middle of each circle. Discuss which rhyme in this unit is their favorite. Students pick up the block when ready to share and put the block back in the middle when finished. | | **Language/Vocabulary Tasks**  Prepare a basket of colored objects. Invite students to come to the basket and choose something to tell the class about. This is the rule: Each student must describe the object using at least two “describing words” (i.e., adjectives). Example: a bright red apple, a small green block. Extend this activity by introducing opposites of one of the adjectives. “You showed me a small block. Now find a large block.” You could have another vocabulary activity with the same collection by sorting the same objects into color categories such as “red” and “green.” |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | **SUMMATIVE** | |
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| **Text(s) Selections** (generated by (?) both teacher and student)  **Literary Texts**  **Picture Books (Read Aloud)**   * + *Red, Green, Blue: A First Book of Colors* (Alison Jay)   + *Colors! Colores!* (Jorge Lujan and Piet Grobler)   + *Brown Bear, Brown Bear* (Bill Martin, Jr. and Eric Carle)   + *If Kisses Were Colors* (Janet Lawler, Alison Jay)   + *My Many Colored Days* (Dr. Seuss) (EA)   + *Mary Wore Her Red Dress* (Merle Peek)   + *The Red Book* (Barbara Lehman)   + *Chicka Chicka Boom Boom* (Bill Martin, Jr., John Archambault, and Lois Ehlert)   + *Rap a Tap Tap, Here’s Bojangles –Think of That!* (Leo and Diane Dillon)   + *And the Dish Ran Away with the Spoon* (Janet Stevens and Susan Stevens Crummel)   + *The Real Mother Goose* (Blanche Fisher Wright)   + *Red is for Dragon: A Book of Colors* (Roseanne Thong and Grace Lin)   + *Clang! Clang! Beep! Beep!: Listen to the City* (Robert Burleigh and Beppe Giacobbe)   **Poems (Read Aloud)**   * + "Halfway Down" (A.A. Milne) (E)   + “Singing Time” (Rose Fyleman) (E)   + "Mary Had a Little Lamb" (Sarah Josepha Hale)   + "Time to Rise" (Robert Louis Stevenson)   + "Twinkle Twinkle Little Star" (Ann and Jane Taylor)   **Nursery Rhymes / Songs (Read Along)**   |  |  | | --- | --- | | * "Diddle, Diddle, Dumpling" * "Early to Bed" * "Georgie Porgie " * "Hey Diddle Diddle" * "Humpty Dumpty" * "Jack and Jill" * "Jack Be Nimble" * "Little Bo Peep" * "Little Boy Blue" | * "Little Jack Horner" * "Little Miss Muffet" * "Old Mother Hubbard" * "Pat-a-Cake" * "Ring Around the Rosey" * “Rock-a-bye, Baby” * "Roses Are Red" * "Simple Simon" * "Star Light, Star Bright” |   **Informational Texts**  **Informational Books**   * + *My Five Senses* (Aliki) (E)   **Informational Books (Read Aloud)**   * + *All the Colors of the Rainbow* (Rookie Read-About Science Series) (Allan Fowler)   + *The Magic School Bus Makes a Rainbow: A Book About Color* (Joanna Cole, Carolyn Braken, and Bruce Degan)   + *Colors and Shapes / Los colores y las figuras* (Gladys Rosa-Mendoza, Carolina Cifuentes, and Michele Noiset)   + *I Spy Colors in Art* (Lucy Micklethwait)   + *Colors* (Learning with Animals) (Melanie Watt)   + *Matisse the King of Color* (Laurence Anholt)   + *A World of Colors: Seeing Colors in a New Way* (Marie Houblon)   **Art, Music, and Media**   * + Henri Matisse*,* [*The Dessert: Harmony in Red*](http://en.wikipedia.org/wiki/File:Matisse-The-Dessert-Harmony-in-Red-Henri-1908-fast.jpg) (1908)   + James Abbott McNeill Whistler, [*Arrangement in Black and Gray: The Artist’s Mother*](http://jssgallery.org/other_artists/whistler/whistler%27s_mother.htm) (1871)   + Diego Rivera, [*Flower Day*](http://www.diego-rivera-foundation.org/Flower-Day.html) (1925)   + Peter Brueghel, [*The Hunters in the Snow*](http://www.ibiblio.org/wm/paint/auth/bruegel/hunters.jpg) (1565)   + Helen Frankenthaler, [*Mountains and Sea*](http://www.artchive.com/artchive/f/frankenthaler/frankenthaler_mtns.jpg) (1952)   + Paul Gauguin, [*The Midday Nap*](http://en.wikipedia.org/wiki/File:Paul_Gauguin_044.jpg) (1894)   + Pablo Picasso, [*Le Gourmet*](http://www.nga.gov/fcgi-bin/timage_f?object=46244.0&oimage=0) (1901) | | | | | |
| **Cross Curricular Connections:** | | | | | |